



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

**Kindergarten:
Introduction to History
and Social Science**

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

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The 2002 History and Social Science Sample Scope and Sequence and the *2001 History and Social Science Standards of Learning Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential knowledge, skills, and processes that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Introduction

The standards for kindergarten students include an introduction to interesting Americans in history whose lives demonstrated the virtues of patriotism, courage, and kindness. During the course of their first year in school, students should learn basic concepts related to history, patriotism, national symbols, good citizenship, geographic location, economics, and the importance of following rules and respecting the rights and property of other people.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of history and the social science for kindergarten that are included in the Virginia Standards of Learning. It is organized to develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas and events that have shaped our state and our nation in perspective. It is understood that these academic standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Overview of the Kindergarten: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Citizenship: Home, School, and Community	K.8a, b, c, d, e
National Symbols and American Holidays	K.9; K.1a, b
Relative Location of People, Places, and Things	K.3
Introduction to Maps and Globes	K.4a, b, c; K.5a, b, c
People of Other Times and Places	K.1a, b
Changes in Life Over Time	K.2
Jobs in a Community	K.6
Basic Needs and Wants and the Role of Money	K.7a, b

Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship: Home, School, and Community	Understand that a community is a place where people live.	K.8a, b, c, d, e	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 17 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics
	Recognize the following examples of being a good citizen: <ul style="list-style-type: none"> Taking turns Sharing Completing classroom chores Taking care of one's things Respecting what belongs to others Being honest Practicing self-control Being kind to others. 	K.8a, b, c, d, e		
	Realize that good citizens are involved in their home, school, and community and take responsibility for their own actions.	K.8a, b, c, d, e		
	Using the chart on the following page, understand the results of following rules and the consequences of breaking them.	K.8d		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills				Related SOL	Sample Classroom Assessment Methods	Sample Resources
Citizenship: Home, School, and Community (continued)		Rule	Results of following the rule	Consequences (if rule is not followed)	K.8a, b, c, d, e		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	<i>Home</i>	Put toys away.	Toys are safe. Know where toys are located.	Toys can be broken or lost.			
	<i>School</i>	Line up to go to the play-ground.	Everyone gets there safely.	Someone can get lost or hurt.			
	<i>Community</i>	Look both ways before crossing the street.	Cross the street safely.	Someone can get hurt.			
	Explain cause and effect relationships.				K.8a, b, c, d, e		
	Participate in groups and democratic society.				K.8a, b, c, d, e		

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Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Symbols and American Holidays	Know that the United States has a national flag.	K.9	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes 	<i>See page 17 for reference information.</i> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics
	Recognize that the American flag has white stars on a blue rectangle. It also has red and white stripes.	K.9		
	Know that the United States has a national pledge to the flag.	K.9		
	Know that the pledge to the American flag is called the Pledge of Allegiance.	K.9		
	Know that the President is the leader of the United States.	K.9		
	Participate in groups and democratic society.	K.9		
	Identify Betsy Ross as the lady who is believed to have sewn one of the first flags for our country.	K.1a		

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Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
National Symbols and American Holidays (continued)	<p>Identify the people and events honored on the following holidays:</p> <ul style="list-style-type: none"> Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians (First Americans). It is observed in November. Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. Presidents' Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February. Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed in July. 	K.1a, b		<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning Virginia's Community of Learning Virginia Council on Economic Education Virginia Geographic Alliance 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Relative Location of People, Places, and Things	Understand that the location of people, places, and things can be described in terms of their relationship to other people, places, and things.	K.3	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes 	<i>See page 17 for reference information.</i> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics
	Know that there are certain words that help us describe where people, places, and things are located.	K.3		
	Understand that the following terms are used daily to describe where people, places, and things are located: <ul style="list-style-type: none"> • Near/far • Above/below • Left/right • Behind/in front 	K.3		
	Describe the location of people, places, and things.	K.3		
	Develop beginning map skills through the manipulation of objects.	K.3		
	Develop fluency in the use of directional words.	K.3		

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Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
				<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Introduction to Maps and Globes	Develop an awareness that maps and globes represent the Earth.	K.4a	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 17 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics
	Describe that the location of places referenced in stories and real-life situations can be shown on maps or globes.	K.4b		
	Locate land and water features found on maps and globes.	K.4c		
	Know the terms of: <ul style="list-style-type: none"> Map: A drawing that shows what a place looks like from above Globe: A round model of the Earth Model: Something that stands for something else 	K.4a, b, c		
	Understand that maps or globes can show the location of places referenced in stories and real-life situations.	K.4b		
	Realize that maps can show simple drawings of classrooms, playgrounds, neighborhoods, rivers, and oceans.	K.4a		
	Identify land and water features on maps and globes as shown by different colors.	K.4c		

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Kindergarten: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Introduction to Maps and Globes (continued)	Identify and locate features on maps and globes.	K.4a, b, c		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Use resource materials.	K.4a, b, c		
	Differentiate color symbols on maps and globes.	K.4a, b, c		
	Understand that basic map concepts will help students use maps and globes.	K.5a, b, c		
	Develop an awareness about maps and globes using the following information as a guide: <ul style="list-style-type: none"> • They show a view from above. • They show things/objects as they are, only smaller. • They show the position/location of things/objects. 	K.5a, b, c		
	Develop concepts of space by actively exploring the environment.	K.5a, b, c		
	Develop beginning map skills through manipulation of objects.	K.5a, b, c		
	Use maps of familiar objects or areas.	K.5a, b, c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
People of Other Times and Places	Recognize that history relates events that have already happened, and teaches us about the interesting lives of people long ago.	K.1a, b	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 17 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics
	Know that we celebrate holidays to remember people and events of long ago.	K.1a, b		
	Know the terms: <ul style="list-style-type: none"> Long ago/past/present Real and make-believe History: Events that have already happened 	K.1a, b		
	Identify the following people: <ul style="list-style-type: none"> Pocahontas: She was an Indian (First American) girl who was a helper and friend to the settlers in Jamestown. George Washington: He was the first President of the United States and often called the "Father of Our Country." Betsy Ross: She is believed to have sewn one of the first flags for our country. Abraham Lincoln: He was a United States President and often called "Honest Abe." 	K.1a		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
People of Other Times and Places (continued)	Identify the following holidays: <ul style="list-style-type: none"> Thanksgiving Day: This is a day to remember the sharing of the harvest with the American Indians (First Americans). It is observed in November. Martin Luther King, Jr. Day: This is a day to remember an African American who worked so that all people would be treated fairly. It is observed in January. Presidents' Day: This is a day when we honor all presidents of the United States, especially George Washington and Abraham Lincoln. It is observed in February. Independence Day (Fourth of July): This is a day to remember when the United States became a new country. It is sometimes called America's birthday. It is observed in July. 	K.1b		Sample Resources (continued) <ul style="list-style-type: none"> Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning Virginia's Community of Learning Virginia Council on Economic Education Virginia Geographic Alliance 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework
	Use information from print and non-print sources.	K.1a, b		
	Separate fact from fiction.	K.1a, b		
	Identify primary ideas expressed in data.	K.1a, b		
	Use a calendar.	K.1a, b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Changes in Life Over Time	Understand that everyday life today is different from life long ago.	K.2	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 17 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics
	Recognize that stories and families can describe events from the past.	K.2		
	Understand the following terms: <ul style="list-style-type: none"> Past: Something that has already happened Present: What is happening now 	K.2		
	Know that information about life in the past is gained through the study of Thanksgiving and the stories of Pocahontas, Betsy Ross, George Washington, and Abraham Lincoln.	K.2		
	Understand that descriptions of life in the past and present can be shared by families through pictures and stories.	K.2		
	Collect information from print and non-print sources.	K.2		
	Gather and classify information.	K.2		
	Compare information.	K.2		
	Describe a picture.	K.2		

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				<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework

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Jobs in a Community	Understand that people work at many jobs.	K.6	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes 	<p><i>See page 17 for reference information.</i></p> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics
	<p>Match examples of jobs with the names of those jobs using the following information as a guide:</p> <ul style="list-style-type: none"> • Doctors are people who take care of other people when they are sick. • Builders are people who build houses and other buildings. • Teachers are people who help student to learn. • Cooks are people who prepare meals. • Farmers are people who grow crops and raise animals. • Firefighters are people who put out fires. 	K.6		
	Gather and classify information.	K.6		
	Use and explain simple charts.	K.6		

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				<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Basic Needs and Wants and the Role of Money	Know that people have basic needs (food, clothing, and shelter) and wants.	K.7a	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes 	<i>See page 17 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics
	Know that many wants are obtained through the practice of exchanging money for goods.	K.7b		
	Realize that people can get what they need by trading money for food, clothing, and shelter.	K.7b		
	Know the terms of: <ul style="list-style-type: none"> Basic needs: Things people need to live (food, clothing, and shelter) Wants: Things people would like to have Money: What is used to buy basic needs (food, clothing, and shelter) and wants (things people would like to have 	K.7a, b		
	Realize that goods are things that people make or grow that can be purchased.	K.7a		
	Gather and classify information.	K.7a, b		
	Explain simple charts.	K.7a, b		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
				<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework

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Resources

American Memory from the Library of Congress – <http://memory.loc.gov>

Ben's Guide to U.S. Government for Kids – <http://bensguide.gpo.gov>

Center for Civic Education – <http://www.civiced.org>

A Commonwealth of Knowledge: Virginia's Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>

History and Social Science Pavilion – <http://www.pen.k12.va.us/Pav/SocStudies/SocStudies.html>

K-5 History and Social Sciences – http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/K-5HSS.html

Kids Click! Web search for kids by librarians – <http://sunsite.berkeley.edu/KidsClick!>

National Council for the Social Studies – <http://www.socialstudies.org>

National Council on Economic Education – <http://www.economicsamerica.org>

National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)

Primary Knowledge of Economics – <http://www.pen.k12.va.us/VDOE/Instruction/info.pdf>

Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning –
<http://www.pen.k12.va.us/VDOE/Instruction/starsbooklist.pdf>

Virginia's Community of Learning – <http://www.virginialearning.org>

Virginia Council on Economic Education – <http://www.vcu.edu/busweb/vcee>

Virginia Geographic Alliance – <http://www.runet.edu/~geog-web/alliance/vga.html>

1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>

2001 History and Social Science Curriculum – http://www.pen.k12.va.us/VDOE/Instruction/History/hist_ss_framework.html

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